Grade One - Preparatory School

Dear Parents/Guardians,

We would like to extend a warm welcome to all our families. We hope you all had a safe and enjoyable holiday and are ready for a new and exciting year. We would also like to extend a warm welcome to our new families who have joined our Seabrook community; we hope that the time you spend here will be a happy and enjoyable one.

This year, we have six Grade one classes:
- Emma Meehan in Room 33
- Lisa Fan in Room 34
- Anisha Dobson and Micaela Macaulay in Room 35
- Gerald Veale in Room 36
- Laura Jones in Room 37
- Simone Parker in Room 38

During the first three weeks of Term One the Grade One students will be engaged in a process entitled ‘Learning to Learn’. The focus will be on building relationships and learning about the school values with the aim of establishing a learning community within their classroom.

Each class will also become familiar with the 12 core Primary Years Program (PYP) attitudes and together will develop their class Essential Agreements. The PYP Learner Profile will also be examined during this process. Each class will develop a rewards and consequences system, with the focus being on positive behaviour that supports the Seabrook Primary School’s Code of Conduct. The children will also be asked to set goals in order to take responsibility for their learning.

Following the Learning to Learn Program, the children have begun to undertake their first Inquiry. This examines the transdisciplinary theme “How We Organize Ourselves”, with the key concepts being Perspective, Change and Connection.

The Central Idea within this unit of Inquiry is:

**Communities are organized for our needs and wants.**

Lines of Inquiry:
- There are different types of communities.
- Communities provide for different wants and needs.
- The changes that communities make to meet the needs of their citizens.

The Inquiry will be explored through a range of resources which includes researching, reading books, poems, magazines, watching videos, participation in guided reading sessions, music, the Internet and guest speakers. We would also like to invite family members to be guest speakers in order to share their expertise with us to expand the children’s knowledge on the various inquiries.

An excursion has been organized for children to visit the Point Cook Town Centre. Children will investigate how the community provides for our needs and wants.
DISCIPLINE-BASED LEARNING:

This term the focus for English will be Writing to Recount (diary or journal writing, retells, reviews, summary) and Writing to Report (descriptions and a summary). Children will write recounts about their personal experiences and feelings. Teachers will model writing strategies so children can reflect these in their writing (i.e.: ensuring writing addresses where, when, who, what and that sentence formalities such as capitals and full stops are consistently used). The correct use of the dotted thirds lined paper will also be modelled.

The Grade One Spelling program will focus on children building word knowledge and understandings that enable them to become effective spellers. Learning to spell is intrinsically connected to learning to write as well as to read. Therefore the Grade One teachers will teach spelling within the context of everyday Writing and Reading in order to help children acquire proficiency. The children will be encouraged to use a variety of spelling strategies (sounding out, breaking up into parts, using syllables, looking for familiar patterns or common sounds and using little words in big words) when spelling and learning new words. These strategies will assist the children to automatically recall and develop the ability to spell high frequency words. Children will also begin to develop a bank of personally significant words and Inquiry related words, which build upon their vocabulary. The Spelling Program for this term will include:

- Revision of three letter phonetic words (i.e. mat pet fix top run) with particular focus on the medial vowel sounds.
- A strong emphasis on learning to spell the first 100 high frequency words using the Oxford Word Lists.

Children will be involved in regular Reading, through a variety of different experiences, such as Guided, Independent, Shared and Fruit Reading. During these reading sessions, they will be engaged in various activities to develop their comprehension skills and reading fluency, as well as their enjoyment of reading.

During reading, teachers will place a strong emphasis on encouraging children to become independent readers enabling them to choose a ‘Just Right Book’. To do this they will choose a book and read a page to check for hard words. The following is a guide to selecting reading material, one that we reinforce with the children to help them select a ‘Just Right’ book. They can then decide if a book they have selected is too hard; if so, they will need to select another

- 0 words = Easy
- 1 word = Good
- 2 words = Okay
- 3 words = Too hard-so this book is not “Just Right”, please select another.

Within Guided Reading groups, children will have the opportunity to read, discuss and identify a variety of text types with a focus on strategies like sounding out, reading on and back, making predictions, using picture cues to assist with texts.
Take home books will be provided and we encourage parents to share this reading experience with their child each night at home. As the development of fluency and confidence is important, the take-home books will generally be a little less challenging than the books used in guided reading as part of the Literacy program.

In the area of Oral Language, children will be given opportunities to build upon their speaking and listening skills through a variety of formal and informal situations. “Show and Tell” is a part of our daily program, where children can share experiences with their peers as well as bring artefacts based on the current Inquiry to talk about. Teachers will also provide the children with a range of opportunities to reflect and speak about their learning experiences.

Numeracy is an important aspect of the children’s learning and will take place in classrooms everyday. Within the strand of Number and Algebra, we will be counting to 100 including odds and evens, forwards and backwards, more than and less than, as well as counting by 5s and 10s. The children will also work on developing automatic response to number facts to 10 (ie; 9-2=7, 6+2=8 ), with awareness of place value and lots of learning to bundle tens.

In the Statistics and Probability Strand, picture graphs will be introduced. The children will be taught how to collect data and make simple interpretations of various picture graphs. During lessons in the Measurement and Geometry Strand, we will have a focus on time ie: days of the week, months of the year, and using an analogue clock to tell hourly times. The attributes of two dimensional shapes will be explored through activities and games using ordering, naming, drawing and matching.

During Numeracy sessions we will use the whole-small-whole format. Teachers will tune children in at the start of the lesson with a warm up. Children will then work, either independently or in groups on set tasks, according to their own ability level. To conclude the lesson, teachers and children will reflect on their work and share their learning.

Teachers will also use open-ended questions and concrete materials extensively throughout Numeracy lessons. This will assist and encourage children to stretch their mathematical thinking. In addition we will integrate Maths with ICT, ie: using the school iPad programs such as Mathletics, Envision Maths and many more. Children will also have involvement in activities created by teachers, with the addition of animations and informative programs using the Apple TV.

INTERDISCIPLINARY LEARNING:

Within our classrooms, teachers will incorporate brain friendly practices, i.e. Encouraging children to bring drink bottles to school filled with water, so that children are hydrated throughout the day. We strongly recommend that the children bring ‘brain food’ (i.e. carrot and celery sticks, dried fruit, sultanas or rice crackers). Teachers will ensure there are regular breaks within class time for movement and stimulation.

The Thinking Curriculum is part of our school program. This includes Mind Mapping, De Bono’s Six Thinking Hats, Graphic Organisers, Multiple Intelligences and the Direct Attention Thinking Tools. We endeavour to use these strategies as they enable children to enhance their thinking and learning opportunities.
PHYSICAL, PERSONAL, EMOTIONAL AND SOCIAL LEARNING:

Teachers in the Grade One Learning Community will continue to use the Primary Years Programme (PYP) Attitudes and Learner Profile to encourage personal and interpersonal development. The PYP attitudes of: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance are discussed and terminology is constantly used and referred to in regard to the Classroom Essential Agreement. The PYP Learner Profiles are a set of international values that Seabrook Primary School uses to promote and encourage children into becoming global citizens. The PYP Learner Profile traits are: Balanced, Caring, Open-Minded, Reflective, Inquirers, Knowledgeable, Thinkers, Risk Takers, Communication, and Principled.

Specialist Timetable:

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We would like to thank all parents for their valuable contributions and for being active members of our school community. We cannot express strongly enough the importance of us all working together for the benefit of the children.

Laura Jones, Emma Meehan, Anisha Dobson, Micaela Macaulay, Lisa Fan, Simone Parker and Gerald Veale

The Grade One Team 2016
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one, the grade one children will be introduced to a variety of Fundamental Motor Skill activities. The focus will be on running, throwing, catching, ball bouncing and two-handed striking. These skills will be practiced using various drills, activities and modified games. This will allow children to progressively gain control of their movements in personal and general space, while stationary and moving. Children will participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements) and direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise). They will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be modeled and practiced as children work and participate in Physical Education sessions.

ITALIAN – Elena Pirovano

Benvenuti! Welcome back to the Italian Program. This year Grade One students will continue to have a chance in developing their communication skills, vocabulary and cultural knowledge of Italian.

In Term One, we will dedicate some time to review vocabulary, expressions and short conversation regarding greetings, how to introduce ourselves (name, age), how to answer questions related to feelings (Come stai?). As an IB school, we put a strong emphasis on developing intercultural understanding and international minded people. In this perspective, we will discuss with the students the importance of speaking/learning a second language in our globalised world.

In Term One, the students will be engaged in the Primary Years Programme unit of inquiry ‘Communities are organised for our needs and wants’. Through the Italian Program the students will learn vocabulary related to the school community (students, teachers, principal, parents) and will practice short conversations. The students will have the opportunity to learn about schools in Italy and to write a letter to an Italian class. They will review and expand vocabulary related to school items and instructions in Italian. The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate commitment and consistency in practicing their new vocabulary and conversation, creativity and cooperation in their everyday tasks. As well as display respect and tolerance of the new culture they are learning about.
PERFORMING ARTS - Adam Smith

This year the grade one students will be undertaking six months of performing arts. Three of the Grade One classes have already started with the other three classes starting their six months in June. Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun, learning environment. All students are required to participate with the focus on being a risk-taker by having a go and testing limits and abilities. The Grade One students will undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Form and Perspective’ to explore the central idea that ‘Through performance we can express history, messages, thoughts and feelings.’ To do this students will be listening to and creating different music and its purpose. Students will look at the need to make performances engaging to others and the idea that other people may interpret performances differently and take away different meanings from our own and others work.

When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. Some links that will be explored are:
- How technology in performance has changed over time such as lighting, costume and makeup.
- the use of readers theatre to develop expression and fluency to help convey meaning to an audience.
- non naturalistic physical and aural interpretations of weather.
- the objective of a performer, the needs and wants of both the character portrayed and the actor performing the part.

And how we can use performance to impart knowledge and provoke others to change their thinking and actions in regards to the environment. Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges that the future may hold.

VISUAL ART - Paul Cochran 1SP, 1MD, 1EM

At level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements. The students will be encouraged to further develop the PYP learner profile attributes of risk taker with their learning, approaching new experiences with confidence; and communicator identifying, describing and discussing characteristics of their own and other’s art works.

In term one the focus will be on an exploration of the art elements/principles of line, shape, pattern and colour. A range of activities where we explore and duplicate patterns found in nature and man-made environments, using a variety of art materials and tools, will help the students to develop a deeper understanding of how these elements and principles shape artworks.

Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.